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ABSTRACT

The tenth grade unit, developed by the University of Minnesota's Project Social Studies, is the fifth in a series of six units on continuity and change in American civilization. The nature of industrialism and its social and political ramifications are analyzed. The economic growth theory is used as a framework for studying American history from the 1840's to 1914 in order to emphasize the major shifts in the American economy which accompanied the changing nature of industrialism. The course is designed to teach attitudes and inquiry skills as well as generalizations and concepts. The inquiry approach to teaching is stressed. Preceding the main body of the unit are three sections on the following: 1) major historical points to be developed in the unit; 2) a list of unit objectives; and 3) content outline showing how different topics in American history can be used to teach the unit's major generalizations. The objectives, content, teaching procedures, and instructional materials to be used are specifically explained in the main body of the unit, and the relationship among these is made clear. Specific questions to facilitate classroom discussion are listed, however, many other materials can be used in lieu of those suggested. Related documents are SO 006 777-783. (Author/RM)

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Trade Ton
Unit V: THE INDUSTRIALIZATION OF THE UNITED STATES,
1840's - 1920's

SP006782

RESOURCE UNIT

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1968

PART III - INDUSTRIAL AMERICA, 1840's TO THE PRESENT

Robert F. Berkhofer, Jr.

While the causes of change in antebellum America are little explored by historians and social scientists today, change in later American history is assumed to be the result of well-known causes. The United States of the past century is surely the story of the rise of industrialism and its impact upon American life. This idea is already present in the traditional curriculum in a unit taught on the impact of industrialism in the post-Civil War era. What is proposed here is to study industrialism and its ramifications in a wider context, a longer time span, and a more analytical manner. For this purpose, teachers should utilize economic growth theory as a framework for American history from the 1840's to the present. Although W.W. Rostow's Stages of Economic Growth has been legitimately criticized for its analysis of comparative economic growth among industrial nations, it still offers both a wider perspective and the broader framework needed for the purposes of this course.

As the reader has probably noticed, this part and the preceding one overlap in chronology; this overlap highlights the problems of periodization in treating industrialism. Frequently, the Civil War and Reconstruction period is handled as a time of transition from a predominantly agricultural society to a young industrial nation. Such an approach implies either that the Civil War accelerated economic growth or even marked a turni in American economic history. While h ians would agree that industrialism an ticularly the railroad network played in the coming of the War and in the co that ended Reconstruction, they would violently over whether the Civil War w significant in the light of long-term trends. For this reason, it is best t the traditional transition theory. At same time tracing the beginnins of inc ism back to Samuel Slater's cotton fac in the 1790's should also be avoided, such a stress on technology obscures portance of the "preconditions to the off," to use one of Rostow's phrases. case, the teacher has a problem of wh start the unit chronologically. The likewise faces a problem of when to e unit, for industrialism continues to dominant role in American life. Thus problem of periodization leads to a q of how many units to teach so as to m est to the students both the changes continuity in industrial America. Th mum possible number would seem to be upon the nature of industrialism itse the resulting changes caused by the p changing industrialism.

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UNIT V - THE INDUSTRIALIZATION OF THE UNUNITED STATES, 1840's to 1920's

By the time of Andrew Jackson the factors favoring economic growth existed in the United States: abundant resources easily exploitable, domestic capital from earlier marcantile enterprise, a "common market area" made possible by political union under the federal constitution, and a group of entrepreneurs. Moreover, the people possessed the attitudes favoring rapid industrialization as well as the auxiliary institutions essential to the industrial take-off; they had the institutions to charnel savings into enterprises and they equated technology with progress. In addition, the American entrepreneurs could look to Europe for venture capital and a cheap labor reservoir through immigration.

But it was only the development of a nation-wide transportation system that made possible the full utilization of these latent factors to boost the United Stttes into so-called "transportation revolution." Canals and, more importantly, railroads lowered the costs of transportation to the point where the physical boundaries of the United States could become the actual boundaries of the American economic market. Previously, household and local economies existed except for the fortunate few near river or ocean transport, and then a regional economy existed within the country. It was the railroad that made physically possible the national economy that the constitution permitted politically. It allowed the combination of natural resources over vast distances as well as the mass market which is so necessary to mass consumption, and hence mass production. At the same time as the transportation system integrated the economy physically, it encouraged areal specialization for the sake of comparative advantage of production costs. (To the extent such specialization occurred before the Civil War, the unity of the economy brought by the railroad may have been responsible for the disunity of the nation in that War.) Lastly, the railroads acted as a direct stimulant to economic growth through their employment of a large labor force, their use of huge amounts of capital, and great consumption of iron, which subsidized the rise of the modern steel industry.

The hallmark of modern industrialization is mass production which presupposes a mass market with mass consumers. (Americans seemed psychologically ready for the eventual material equality demanded by mass consumption.) Necessary to mass production is the rationalization of the production of goods through standardization of the product and by the mechanization of as many elements of production as possible. This process of rationalization leads to ever-larger factories, interchangeable parts, and increasing specialization of labor. The minute division of labor creates a hierarchy within the factory: the larger the factory, the greater the separation of employer and em-

ployee. The end of this process is seen in Henry Ford's assembly line, which appeared to be the epitome of the industrial age. Further rationalization of production leads to vertical and/or horizontal integration, and finally to the elimination of competition (which is evidence of inefficient planning and organization) through pools, trusts, and holding companies. Throughout the whole process of planning and organizing an industry, the role of the risk-taker and planner--the entrepreneur or robber baron, according to one's proclivities--becomes crucial.

Accompanying the changing nature of industrialism were certain major shifts in the American economy. Old industries declined and new ones superseded them. An agricultural America was moving toward urban life, and the center of agriculture moved westward as the newly-opened areas of the trans-Mississippi West began to send produce to market. At the same time, industry moved westward to exploit more efficiently the iron of the Mesabi Range and the coal and oil of Western Pennsylvania.

We know that the rise of industrialism was bound to affect all areas of society because of the interconnectedness of societal components. (This does not mean economic determinism or even an economic interpretation; rather attention to the economic sphere at this time is due to its being a crucial factor of change <u>at this particular time</u>.) The most obvious result was the new social stratification as seen in the contrast between the enormous wealth of the new moguls who lived in their palatial man and the abject poverty of the workers possessed no other means of production their bodies and who were herded into and factory towns. Many Americans rea class conflict, and the rise of unions the violent strikes of the 1870's, 188 and 1890's seemed to prove their point

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Industrialism aided the growth of cities, but it at the same time intensified the urban problems of slums, overcrowding, assimilation of immigrants, and political machines, which provided to the dispossessed, the businessmen, and the illegal alike the services that the legitimate government could not. (Remember Robert K. Merton's classic analysis of the machine in the first chapter of his Social Theory and Social Structure.) Settlement houses and institutional churches also arose to stem the tide but to little avail. In the country the farmer resented the rise of the urban monster and feared its problems, but did nothing to help. The farmers' own status moved from the backbone of the nation" to the "hick" of many a city joke. The former diffusion of political and economic power and social prestige among village squires and small town merchants of an earlier period was transferred to the far fewer, new industrial leaders.

Two ideological reactions to the economic and

concomitant social change predominated: (1) an attempt was made to reconcile the old ideals of American individualism to the newer way of life, or (2) new ideals were evolved to justify the changes. Of the latter type was Social Darwinism and the Gospel of Wealth, which justified the competitive order as beneficial to the human race and proved the robber baron to be the [illegible] "fittest" of all to survive --the "flower of civilization." Other persons applied the traditional attitudes of individualism to the entrepreneurs who organized the gigantic trusts of the period and argued that their new creations, employing thousands of men, were their private property, hence denying the right of the government to interfere with the individual pursuit of wealth, regardless of where it may lead. Both the Republican Party of the post-Civil War era and the Democratic Party of Grover Cleveland represented these views. (When the ideology of laissez-faire failed to sway legislative votes, bribery did.) The Supreme Court put its sanctions upon these views through its interpretation of common law and the fourteenth amendment. Only a few Americans seriously criticized the changes wrought by industrialism, and fewer listened to them, for basically all Americans favored industrial progress as they saw it and most believed in Horatio Alger's self-made man.

The two groups who first felt the impact of the new economic changes, the farmers and the laborers, were also the first to attempt to do something about it through counter organization and political d
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counter organization and political demands. The farmers, who earlier had partially subsidized the railroads in order to gain access to markets, now complained about the thirty year depression resulting from their competitive involvement in a national and international economy made possible by those railroads. As a result, they sought relief through such organizations as the Grange and the Alliances. At times, these groups hoped to eliminate the evils of the new economy through cooperative buying and selling or even through the cooperative production of agricultural machinery. At other times, the farmers sought political regulation of the factors they thought responsible for their low prices: railroads, grain elevators, and money. The "Grange laws," the Greenback movement, and Populism are evidences of this phase of agricultural discontent.

Labor reacted in many of the same ways as the farmers. The early labor organizations of the National Labor Union and the Knights of Labor both tried to eliminate labor's lowered status through cooperatives which meant that labor would be its own boss in the old traditions of American middle class entrepreneurialism. Both groups also dabbled in politics through third party movements. Finally, the American Federation of Labor under Samuel Gompers rejected attempts to reform society in order to improve labor's status and stuck to the classic demands of pure and simple unionism: higher wages, lower hours, and better working conditions. In this sense, American trade unionism modeled upon Gompers approach has been conservative, for it does not attack

the industiral system as such or even private property, but merely tries to better its position within the system. Along the same lines, some analysts maintain that the farmers did not benefit until they too stopped attacking the system through third parties and started lobbying through pressure groups. A few farmers and a few labor leaders joined those who favored greater governmental control of economic change through socialism, but this small minority never reached a substantial enough proportion to influence legislation.

Frequently, Progressivism is allotted a unit of its own in a course on American history, but for the purposes of analysis, this heterogeneous movement (if one can speak of it as a movement) seems to be but another form of counter-organization, planning, and political action in response to late nineteenth century industrialism. Both the unity and the sources of the movement need further research by the historians before the teacher can speak with assurance. Such diverse elements as Populist demands(but not necessarily continuity with Populists), urban reforms, and middle class concern for the old values of individualism, democracy, and morality all played their part in the movement. The goals and methods of the movement are slightly clearer. The demands can be summarized under three headings: the regulation of the new economy, the reestablishment of democracy in what looked like a corrupt and declining republic, and the offering of classic American opportunit to the dispossessed of the slums by raising them to a point t help themselves. The mea ends were many: exposure ment, business, and city social sciences and muckr forms by voluntary associ political action on the l eral levels. The timing seem to start in the 1890 state levels, only burstin tional level in the early overlapped chronologically movement, there was appar tion of personnel. The s the reformers fell into t favored a return to the g destruction of monopolies, of the city, and the break machines. Other reformers and to organize society ju tions were trying to do wi servation and the Federal offer fine examples of ref Progressive criteria of or ficiency by governmental c

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raising them to a point to enable them to help themselves. The means to achieve these ends were many: exposure of evil in government, business, and city slum by the new social sciences and muckraking; piecemeal reforms by voluntary associations; and lastly, political action on the local, state and federal levels. The timing of Progressivism would seem to start in the 1890's upon the urban and state levels, only bursting forth upon a national level in the early 1900's. While it overlapped chronologically with the Populist movement, there was apparently little duplication of personnel. The solutions proposed by the reformers fell into two categories. Some favored a return to the good old days through destruction of monopolies, the "ruralizing" of the city, and the breaking-up of political machines. Other reformers wanted to plan and to organize society just as the corporations were trying to do with the economy. Conservation and the Federal Reserve System both offer fine examples of reforms embodying the Progressive criteria of organization and efficiency by governmental control.

In short, the Progressive, whether planner or not, looked to a better (and sometimes older) America and judged the corrupt present and the hoped-for future in terms of the traditional American middle class ideals of morality, democracy, and equal opportunity for all. Theodore Roosevelt and Woodrow Wilson provide splendid examples of these attitudes and show at the same time how conservative the movement was.

OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. At any specific time the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

   a. Output is affected by the quality as well as the quantity of natural resources; quality is affected by access as well as by fertility, richness, etc.

   b. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

   c. Capital formation through savings is a major means of increasing an economy's total ouput over time, because it increases productive capacity.

      1) Net investment or capital formation involves an increase in real capital such as machines, equipment and buildings.

      2) An increase in net invest
      capital goods will increa
      al production and income
      than the amount invested.
      multiplier effect.)

         a) Business enterprises b
         from other firms.

      3) Savings (or forgoing pres
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   d. Output can be increased by a
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      1) Division of labor and spe
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      2) Efficiency studies may in
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2) An increase in net investment in capital goods will increase national production and income by more than the amount invested. (The multiplier effect.)

   a) Business enterprises buy goods from other firms.

3) Savings (or forgoing present consumption) are needed to obtain capital goods. Those who are willing to invest their own savings (or to borrow and invest what they borrow) are taking risks and expect some form of return for such risks.

d. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).

1) Division of labor and specialization make possible increased production.

2) Efficiency studies may increase output without increasing the amount of resource input by bringing about a different organization of production or increasing motivation for production.

3) Mass production, with its greater specialization and substitution of capital goods for labor, permits a reduction of costs.

2. Not all economies conform to these "ideal" stages or descriptions, but they tend to follow more or less the same pattern of growth.

   a. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.

   b. The transitional stage prior to "take-off," sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessman, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

   c. During the "takeoff" stage of a sharp rise in the rate of economic growth, there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

   d. Following the "takeoff" t
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3. Specialization makes for int

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"takeoff" stage of a sharp
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d. Following the "takeoff" there is usually (or may be) a stage of sustained though fluctuating progress toward economic maturity. The rate of investment continues at a high level and new industries are developed.

e. A mature economy demonstrates that it has the technical and entrepreneurial skills to produce most things that it chooses to produce, given the available stage of world scientific knowledge. Such an economy has the capacity to move beyond the original industries which powered its "takeoff" and to provide levels of living in which the masses of people consume far above the level of bare necessity. Such an economy is marked by the development of durable goods industries.

3. Specialization makes for interdependence.

a. Mass production needs a mass market with mass consumers as well as standardization of products and parts and a high proportion of capital goods. Thus mass production depends upon the development of transportation facilities and political developments which open up markets, as well as upon technological developments and organizational structure within a firm.

1) Mass production factories need mass markets in order to be profitable.

b. Specialization of individuals, regions, and countries makes for interdependence.

4. Competion among producers determines largely how things will be produced in a private interprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make the greatest profits possible.

   a. Firms may compete with each other by cutting prices which means that they must compete in cutting costs of production in order to make a profit and stay in business.

   b. Competion does not always lead to lower prices; it may actually lead to monopolistic practices and higher prices.

      1) When there is a monopoly or such a concentration of production in the hands of a few firms that these firms can dominate prices, competion is reduced and supply may be restricted in lieu of cutting prices.

5. As compared with individual enterprises and partnerships, corporations make possible both a larger investment in capital goods (with an accompanying mass production and lower costs) and control of this investment with a much smaller amount of money than the are worth.

   a. Corporations make pos vestment in capital g individual enterprise since shares of stock many people. They al legal safequards for the failure of the bu

   b. A few large stockhold corporation with a re investment of money a capital goods owned b

   c. Holding companies and few individuals to py trol over a number of tions with just a sma as compared to the to company.

6. Prices are affected by c and demand, and price ch supply and demand.

   a. Demand is affected by money and credit and city with wich money

7. People's ideas of what c quate level of living on poverty on the other, ch living levels change.

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   a. Corporations make possible a larger investment in capital goods than do most individual enterprises and partnerships, since shares of stock can be sold to many people. They also provide some legal safequards for owners in case of the failure of the business.

   b. A few large stockholders can control a corporation with a relatively small investment of money as compared to the capital goods owned by the corporation.

   c. Holding companies and trusts permit a few individuals to pyramid their control over a number of other corporations with just a small amount of money as compared to the total worth of the company.

6. Prices are affected by changes in supply and demand, and price changes affect supply and demand.

   a. Demand is affected by the supply of money and credit and also by the velocity with wich money changes hands.

7. People's ideas of what constitute an adequate level of living on the one hand, or poverty on the other, change as average living levels change.

8. A depression results in unemployment.

9. A long depression usually results in a drop in wages, either in wage rates or in overall wage income, because of loss of overtime or cut in hours of work.

10. Debtors find it hard to pay back debts in periods of deflation when money is worth more and their income is less.

11. In all societies, people have certain economic goals; they may use their government to help achieve these goals. Although some goals are very much alike, different societies place differing emphases upon them.

    a. As levels of living rise within a country, people tend to choose a greater amount of leisure time in lieu of a higher income.

12. Government affects business growth and fluctuations by protecting private property and contracts, by providing a money system, by protecting inventions, by providing systems of public transportation, etc.

    a. Government monetary policies can be used to influence lending, the amount of money in circulation, and so aggregate demand for goods.

    b. Governments may loan money directly to firms or give them subsidies; they thus affect business activity.

    c. Government policies affect allocation of resources. Government policies may tend to reduce or increase pressures toward concentration of industry or monoploistic tendencies.

13. Some things can be produced better in one place than in another because of climate, resources, access, people's skills, etc.

14. Whenever things valued by a society are scarce, there will be diffentiated access to and control of these valued and scarce things by sub-groups within the society.

    a. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. A society's goods and services are divided unequally among the population.

    b. The basic distribution of policial power reflects the basic unequal distribution of resources, skills, and motivation in the society.

15. Members of a class can move out of the class by various means, and this mobility may be up or down. (They can move out of one class by a change in their control of status-conferring factors.)

    a. The more widespread the system of education, the greater the vertical mobility between classes.

b. The more industrialized and urbanized the society, the greater the mobility between classes.

16. Conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals.

a. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

1) Workers organize labor unions to agglomerate their power in bargaining with employers.

2) Struggle will bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.

b. In political conflict there is a struggle over scarce values or goals; the conflicting sides attempt to use the authority of the political system to win the conflict.

1) The interest group attempts to bring aggregates of influence to bear on decision-makers by attempts to frame the possible choices the decision-makers have, fluence, by educatio attempts to control of the decision-make

2) Political organizati political system to mobilize political p uals or aggregates b for office and policy

17. Accommodation may occur be individuals and groups hav tus and power, or it may o individual or group is in position and can force oth or groups to accommodate.

18. Members of any group are a for varying reasons, some nothing to do with the goal ization.

19. Groups have latent (hidden functions as well as manif functions.

20. Frustration (perhaps becaus tion) may lead to agression scapegoating.

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decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-makers.

2) Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office and policy alternatives.

17. Accommodation may occur between or among individuals and groups having equal status and power, or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.

18. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.

19. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.

20. Frustration (perhaps because of deprivation) may lead to agression and/or to scapegoating.

    a. Frustration may result in aggression; at times this aggression is turned against certain groups which are made scapegoats.

21. Freedom is culturally determined, the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.

22. People try to work out rationalizations for behavior which is inconsistent with their basic values.

23. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting conflict involves mental conflict and tension.

24. Although culture is always changing, certain parts or elements may persist over long periods of time.

    a. Some values are conducive to change; some make change difficult.

    b. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

SKILLS

1. Attacks problems in a rational manner.

    a. Sets up hypotheses.

    b. Identifies value-co

2. Is effective in gather

    a. Reads for main idea questions.

    b. Interprets cartoons

    c. Interprets graphs.

3. Evaluates information.

    a. Checks on the compl

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    b. Checks on the bias sources.

    c. Compares sources of

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5. Organizes and analyzes draws conclusions.

    a. Categorizes data.

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b. Identifies value-conflicts.

2. Is effective in gathering information.

a. Reads for main ideas and to answer questions.

b. Interprets cartoons.

c. Interprets graphs.

3. Evaluates information.

a. Checks on the completeness of data.

1) Checks on the sample used to collect data.

b. Checks on the bias and competency of sources.

c. Compares sources of information.

4. Has a well-developed time sense.

a. Looks for relationships among events.

b. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.

5. Organizes and analyzes information and draws conclusions.

a. Categorizes data.

b. Tests hypotheses against data.

c. Generalizes from data.

d. Considers probable consequences of alternative courses of action.

6. Communicates effectively.

a. Organizes his information according to some logical pattern which fits his topic.

b. Communicates effectively with others when speaking; uses only a few notes for reports or other oral presentations.

ATTITUDES

1. Is committed to the free examination of social attitudes and data.

2. Is curious about social data.

3. Respects evidence even when it contradicts prejudices and preconceptions.

4. Values change as a means of achieving goals, but does not equate change with progress.

5. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

OBJECTIVES	OUTLINE OF CONTENT
A. IS CUROUS ABOUT SOCIAL DATA.	I. Expansion in production capacity depends m growth of the labor force, improved quality of labor, growth in the stock of capital, nological and managerial advance. A natio crease its growth rate by increasing its p capacity through any or all of these facto eral of these factors conducive to economi existed in the United States during the Ja era.
G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.	
G. The transitional stage prior to "takeoff," sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.	
G. During the "takeoff" stage of a sharp rise in the rate of economic growth, there is an emphasis upon technological development, investment in capital goods, and the development of new industries.	
G. Following the "takeoff" there is usually (or may be) a stage of sustained though fluctuating progress	

OUTLINE OF CONTENT

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I. Expansion in production capacity depends mainly on growth of the labor force, improved quality or skill of labor, growth in the stock of capital, and technological and managerial advance. A nation can increase its growth rate by increasing its productive capacity through any or all of these factors. Several of these factors conducive to economic growth existed in the United States during the Jacksonian era.

TEACHING PROCEDURES

MATERIALS

Initiatory Activities

1. As a pre-test, have the students pretend that they have suddenly discovered a highly industrialized society on Mars. In an essay, have them describe those characteristics which led them to believe that this society was an industrialized one and not a traditional one.

2. Review what students learned in Unit 3 about Rostow's theory of economic growth, as it related to preconditions of takeoff and takeoff. Now use an informal lecture to fill in points about these earlier stages and to describe the rest of his theory. Tell the class about Rostow's dating of different stages for economic growth in the U.S. Once again, students should be cautioned that Rostow's theory is only a theory and that others have challenged both the theory and the particular time sequence which he used. Use maps of railroads in 1840, 1850, and 1860 to explain the transportation revolution which Rostow claims was the key to American industrialization.

   Rostow, Stages of Economic Growth.

   Have the students make a timeline or chart on the various stages which they can later use as a quick referral aid to Rostow's theory. (One student could make a large master chart for bulletin board use.)

   Perhaps prepare a bulletin board display on railroads, showing graphically and with pictures the transportation revolution of the 1840's and 1850's.

toward economic maturity. The rate of investment continues at a high level and new industries are developed.

G. A mature economy demonstrates that it has the technical and entrepreneurial skills to produce most things that it chooses to produce, given the available stage of world scientific knowledge. Such an economy has the capacity to move beyond the original industries which powered its "takeoff" and to provide levels of living in which the masses of people consume far above the level of bare necessity. Such an economy is marked by the development of durable goods industries.

G. Not all economies conform to these "ideal" stages or descriptions, but they tend to follow more or less the same pattern of growth.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

3. Review and pull-together those economic aspects of the pre-war and Civil War era which are necessary to understand the application of Rostow's theory to the U.S.

S. Tests hypotheses against data.

G. Following the "takeoff" there is usually (or may be) a stage of sustained though fluctuating progress toward economic maturity. The rate of investment continues at a high level and new industries are developed.

G. A mature economy demonstrates that it has the technical and entrepreneurial skills to produce most things that it chooses to produce, given the available stage of world scientific knowledge. Such an economy has the capacity to move beyond the original industries which powered its 'takeoff' and to provide levels of living in which the masses of people consume far above the level of bare necessity. Such an economy is marked by the development of durable goods industries.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

G. Output is affected by the quality as well as the quantity of natural resources; quality is affected by access as well as by fertility, richness, etc.

A. The U.S. had abundant resources easily exploitable.

B. Risk capital was available from two major sources: earlier mercantile profits and E pean risk capital.

C. The peoples' attitudes favored rapid indus ization.

1. They equated technology with progress a thus favored industrial change.

2. They were willing to channel savings in enterprises.

D. Immigration made available a cheap labor su

E. The government provided favorable condition for economic growth.

1. A "common market" area had been made pos under the federal constitution.

2. The government was both stable and pro-b ness; it willingly subsidized various fo of needed transportation.

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D. Immigration made available a cheap labor supply.

E. The government provided favorable conditions for economic growth.

   1. A "common market" area had been made possible under the federal constitution.

   2. The government was both stable and pro-business; it willingly subsidized various forms of needed transportation.

4. Have the students read the pertinent sections of their text for the years 1840-1860 to see if the data verifies or denies Rostow's thesis. Students should take notes on factors which they think are significant to the argument. Have them also scan the text sections which correspond to Rostow's "drive to maturity" stage.

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F. A group of entrepreneurs were ready to take advantage of the growth conditions.

5. Have a group of students prepare a bulletin board display of mass production methods in one of the following industries: auto, steel, oil, etc.

6. Arrange a bulletin board display of the great risk-takers of the 1860 to 1890 era, including portraits of them as well as pictures of their factories, their "achievements," their homes, and their families, where available.

S. Reads for main ideas.

G. Savings (or forgoing present consumption) are needed to obtain capital goods. Those who are willing to invest their own savings (or to borrow and invest what they borrow) are taking risks and expect some form of return for such risks.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Checks on the bias of sources.

S. Reads for main ideas or to answer questions.

7. Have students read different textbooks to obtain an overview of the post Civil-War industrial development. Then have each student write a paragraph giving his impressions of what the author of the text would probably have written, if he were asked to describe the general characteristics of a highly successful risk-taker. Have the students include such items as: place of birth, youth, family origins, family social status, family religion, age at entering the work-world, his education, his age at reaching the top of the field.

U. S. history textb
varied reading leve

8. Introduce the students to a wide range of biographies of the great entreprenеurs. Give them time to browse through the books and select a man who interests them. Discuss with them the problems of finding "accurate" lives of these men, so that as they read they will be alerted to the author's bias. Have students take notes on examples of bias as they read so that they will be prepared both for class discussion and for a later written report on the work. Give the students time to read in class so that they can both ask questions and make a good start on the reading. Also give the students a list of questions to guide their reading. Have a few students who read well use the Amherst pamphlet on J. D. Rockefeller.

See bibliography an
biographies already
school library.

Amherst pamphlet, J
feller: Rubber Baro
dustrial Statesman

9. As an alternative to activity #8, have each student read a DAB selection on one entrepreneur. Also suggest that they find one or two other sources which discuss their entreprenеurs. Have students take notes in the same manner described in #8 so that they will be prepared both for class discussion and a written report. Have them begin to read in class so that they can both ask questions when necessary and have a good start on their reading. Give the students a list of questions to guide their reading.

Dictionary of Ameri
Biography.

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G. Output is affected by the quality as well as the quantity of natural resources; quality is affected by access as well as by fertility, richness, etc.

G. Mass production needs a mass market with mass consumers as well as standardization of products and parts and a high proportion of capital goods. Thus mass production depends upon the development of transportation facilities and political developments which open up markets, as well as upon technological developments and organizational structure within a firm.

G. Some things can be produced better in one place than in another, because of climate, resources, access, people's skills, etc.

G. Specialization of individuals, regions, and countries makesfor interdependence.

G. Governments may loan money directly to firms or give them subsidies; they thus affect business activity.

G. Firms may compete with each other by cutting prices which means that they must compete in cutting costs of production in order to make a profit and stay in business.

II. As the transportation system integrated omy physically in the years prior to th War, it encouraged both economic growth specialization for the sake of comparat tage of production costs.

A. The railroad made physically possibl tional economy that the Constitution politically.

1. It allowed the combination of nat sources over vast distances.

2. It made possible a mass market wh necessary for mass consumption an mass production.

B. The railroad encouraged areal specia for the sake of comparative advantag duction costs.

1. The South and the Midwest concent staple crops such as cotton, whea etc.

2. Industrial production was concent New England, the Middle Atlantic the Ohio Valley.

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II. As the transportation system integrated the economy physically in the years prior to the Civil War, it encouraged both economic growth and areal specialization for the sake of comparative advantage of production costs.

A. The railroad made physically possible the national economy that the Constitution permitted politically.

1. It allowed the combination of natural resources over vast distances.

2. It made possible a mass market which is necessary for mass consumption and hence mass production.

B. The railroad encouraged areal specialization for the sake of comparative advantage of production costs.

1. The South and the Midwest concentrated on staple crops such as cotton, wheat, corn, etc.

2. Industrial production was concentrated in New England, the Middle Atlantic States, and the Ohio Valley.

Developmental Activities

10. Have the students look at the display in #2 above. Then discuss: Why does the transportation revolution appear to hold the key to industrialization in America? First discuss the significance of the railroads in extending the boundaries of the American economic market, both for producer and consumer. Then discuss the impact of railroad building as a stimulant to economic growth through use of a large labor force, huge amounts of capital, a great consumption of iron, and the subsidization of the steel industry. Use maps to show both the extent of the railroad and its significance for the iron, coal, and steel industries. Also be certain to discuss the ways in which capital was obtained to build these railroads.

11. Perhaps have pupils use the Harvard case study on The Railroad Era. They should follow the approach in the case study, using the railroad game which is suggested. (Or you could use this case study afer activity #16.)

Oliver and Newmann, The Railroad Era.

G. As compared with individual enterprises and partnerships, corporations make possible both a larger investment in capital goods (with an accompanying mass production and lower costs) and control of this investment with a much smaller amount of money than the capital goods are worth.

G. Corporations make possible a larger investment in capital goods than do most individual enterprises and partnerships, since shares of stock can be sold to many people. They also provide some legal safeguards for owners in case of the failure of the business.

G. A few large stockholders can control a corporation with a relatively small investment of money as compared to the capital goods owned by the corporation.

G. Holding companies and trusts permit a few individuals to pyramid their control over a number of other corporations with just a small amount of money as compared to the total worth of the company.

G. Competition does not always lead to lower prices; it may actually lead to monopolistic practices and higher prices.

G. When there is a monopoly or such a concentration of production in the hands of a few firms that these firms can dominate prices, competition is reduced and supply may be restricted in lieu of cutting prices.

S. Identifies value-conflicts.

G. As compared with individual enterprises and partnerships, corporations make possible both a larger investment in capital goods (with an accompanying mass production and lower costs) and control of this investment with a much smaller amount of money than the capital goods are worth.

G. Corporations make possible a larger investment in capital goods than do most individual enterprises and partnerships, since shares of stock can be sold to many people. They also provide some legal safeguards for owners in case of the failure of the business.

G. A few large stockholders can control a corporation with a relatively small investment of money as compared to the capital goods owned by the corporation.

G. Business enterprises buy goods from other firms.

C. Railroads acted as a direct stimulant to economic growth.

1. They employed a large labor force.

2. They used huge amounts of capital.

3. Their consumption of iron subsidized the rise of the steel industry.

12. As a follow-up to activity #10, ask: Why is the investment of capital in heavy industries such as coal and iron usually a spur to other forms of industrialization? In addition to discussing the significance of steel and steel products in an industrialized society, discuss the question of investment of capital in such heavy industries. Using specific examples such as Carnegie Steel, Federal Steel, and ultimately U.S. Steel, explain how American steel companies were financed. Use some contemporary examples to demonstrate how some under-developed countries are trying to finance these large initial investments in heavy industry today.

G. An increase in net investment in capital goods will increase national production and income by more than the amount invested. (The multiplier effect.)

S. Checks on the completeness of data. (Checks on the sample used to collect data.)

S. Tests hypotheses against data.

III. The hallmark of modern industria
production which presupposes a mas
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III. The hallmark of modern industrialization is mass production which presupposes a mass market with mass consumers. Necessary to mass production is the rationalization of the production of goods through the standardization of the product and by the mechanization of as many elements of production as possible. Mass production increased rapidly in a wide variety of industries as the United States drove to industrial maturity in the years between 1860-1920.

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A. New forms of business organization increased the rationalization of production.

1. The corporation became the dominant form of business organization in this era.

2. Increased efficiency and planning led to verticle and/or horizontal integration of industries.

3. Pools, trusts, and holding companies made possible even greater units of planning and organization, although they did tend to lessen competition as well.

13. Project the chart on business and political leaders circa 1900 from Miller. Have students study the chart and compare its statistics with their own paragraph written after the text reading (see #7 above.) Discuss the reasons for the differences, including the prevalence of the Horatio Alger self-made man myth in American culture as well as the problem of using the statistics. Ask: How valid is Miller's sample? Discuss the implications of the statistics for the American ideology stemming from the Jacksonian era. Suggest that as students read their biographies, they consider whether their entrepreneur fits Miller's statistics of the Horatio Alger type. (Perhaps also make a chart for the 1870's era, using data from Miller's Men and Business.)

Miller, ed., Men in Business.

14. Introduce the students to the selection on J.D. Rockefeller. Point out that to some people Rockefeller has epitomized the Horatio Alger success story but to others he was the bete noir of the age. Before students begin to read, make certain that they understand what a corporation is. As they read the selection, they should list all of the methods and techniques Rockefeller says he used to build his successful oil business.

"Selected Readings on the Industrialization of the U.S."

provide some legal safeguards for owners in case of the failure of the business.

G. A few large stockholders can control a corporation with a relatively small investment of money as compared to the capital goods owned by the corporation.

S. Categorizes data.

G. Holding companies and trusts permit a few individuals to pyramid their control over a number of other corporations with just a small amount of money as compared to the total worth of the company.

G. Competition does not always lead to lower prices; it may actually lead to monopolistic practices and higher prices.

G. When there is a monopoly or such a concentration of production in the hands of a few firms that these firms can dominate prices, competition is reduced and supply may be restricted in lieu of cutting prices.

G. Holding companies and trusts permit a few individuals to pyramid their control over a number of other corporations with just a small amount of money as compared to the total

15. Now have the class compile a complete listing of the various methods of business operation used by Rockefeller. Then ask the students to categorize these methods. (Basically they concern either efficient organization or improved methods of production and distribution.) The teacher, by reference to the selection itself, can explain that Standard Oil was at one point a horizontal combination and then became a vertical combination as well. (Also discuss the steel industry as an example of vertical combination.) Conclude with a discussion of these questions: Do you think J. D. Rockefeller believed in competition? How much consolidation did he seek in the oil business? In discussing the second question, use Rockefeller's own statement of the various stages of consolidation. Be certain to define any terms in the selection which are unknown to the students. (It might be well to review the term "corporation," using Standard Oil as an example.)

16. As a follow-up to activities 14-15, have some of the students who read the Amherst pamphlet on Rockefeller report to the class on the various charges made against Rockefeller and his company. They should include such topics as trust formation, monopoly control, rebate practices, etc. Have the others who read the pamphlet

worth of the company.

G. Competition does not always lead to lower prices; it may actually lead to monopolistic practices and higher prices.

G. When there is a monopoly or such a concentration of production in the hands of a few firms that these firms can dominate prices, competition is reduced and supply may be restricted in lieu of cutting prices.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

G. Mass production, with its greater specialization and substitution of capital goods for labor, permits a reduction of costs.

G. Division of labor and specialization make possible increased production.

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

B. The process of rationalizatio leads to large factories, int parts, and increasing special

1. Factories did become incre and more efficient in this

2. The development of advance procedures made possible g of interchangeable parts.

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is organized.)

B. The process of rationalization of production leads to large factories, interchangeable parts, and increasing specialization of labor.

1. Factories did become increasingly larger and more efficient in this period.

2. The development of advanced technological procedures made possible greater numbers of interchangeable parts.

3. The minute division of labor created a hierarchy within the factory and a greater separation between employer and employee.

report on the answers given in the reading to these charges. Have the class evaluate both sides of the argument. They should take into account Rockefeller's own statement of his actions. (Make certain students understand what the terms monopoly, trust, and rebate mean. Give examples, if necessary.)

17. Discuss: What technological advances were necessary in order for oil and steel to develop into such large-scale enterprises? After discussing the specific advances necessary to these industries, turn the discussion to its more general implications: What are the key processes necessary for mass production? The purpose of this discussion is to see how well the students understand standardization of parts, the assembly line, and specialization of labor. If they appear to understand these fully, ignore the next series of activities (#18-21). Probably students will have only a vague realization of what these processes are, however. In this case, the purpose of the discussion will be to arouse their interest in learning more. Use the bulletin board prepared by students if initiatory activity #5 was used.

G. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

G. Mass production, with its greater specialization and substitution of capital goods for labor, permits a reduction of costs.

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).

4. The development of the as possible an even greater a wider use of standardiz larger factories.

G. Mass production, with its greater specialization and substitution of capital goods for labor, permits a reduction of costs.

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).

G. Specialization makes for interdependence.

S. Generalizes from data.

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4. The development of the assembly line made possible an even greater division of labor, a wider use of standardized parts, and even larger factories.

18. Have the students read a selection on Eli Whitney and interchangeable parts. Have the students write a brief essay explaining why Secretary of War Wolcott might well be interested in the suggestions made in Whitney's letter. Permit the students to consult their texts to find, if necessary, the significance of the date of the letter. After students have completed their essays, discuss: Why would the process Whitney describes be fundamental to all forms of mass production?

"Selected Readings o
Industrialization o
U.S."

19. You may wish to show the film on Eli Whitney. It includes material on his development of standardized parts.

Film: Eli Whitney,
2 reels.

20. Have several students read and report on the main ideas in the article on "Mass Production" in the Encyclopedia Britannica. Tell the class that this article is revised but was orginally written by Henry Ford for the 14th edition of the encyclopedia.

Encyclopedia Britan

21. Show the film The Man on the Assembly Line. Although made to show modern assembly lines, it illustrates some of the stresses involved for workers on such a line as well as how such a line works.

Film: The Man on t
Line, McGraw-Hill,

tudents read a selection on Eli Whitney and eable parts. Have the students write a brief aining why Secretary of War Wolcott might well ted in the suggestions made in Whitney's let- it the students to consult their texts to find, ry, the significance of the date of the letter. ents have completed their essays, discuss: Why process Whitney describes be fundamental to of mass production?

"Selected Readings on the Industrialization of the U.S."

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Film: Eli Whitney, E.B.F. 2 reels.

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Encyclopedia Britannica.

film The Man on the Assembly Line. Although how modern assembly lines, it illustrates some resses involved for workers on such a line as ow such a line works.

Film: The Man on the Assembly Line, McGraw-Hill, 3 reels.

G. Mass production factories need mass markets in order to be profitable.

G. Efficiency studies may increase output without increasing the amount of resource input by bringing about a different organization of production or increasing motivation for production.

G. Competition among producers determines largely how things will be produced in a private enterprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make the greatest profits possible.

S. Generalizes from data.

S. Interprets graphs.

5. The development of efficiency m
also made for better use of men

C. The shifting nature of industrialis
out this era made for certain majo
the economy.

1. Old industries declined and were
by new ones.

2. The center of agriculture moved
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3. Industry also moved westward to
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5. The development of efficiency management also made for better use of men and machines.

C. The shifting nature of industrialism throughout this era made for certain major shifts in the economy.

1. Old industries declined and were superseded by new ones.

2. The center of agriculture moved westward as newer areas opened up.

3. Industry also moved westward to exploit more efficiently natural resources such as iron in the Mesabi Range and coal and iron in Western Pennsylvania.

22. Discuss the advantages and disadvantages of mass production. Use specific examples from the film where possible but also discuss those which the film ignores.

23. Introduce the students to the selection on Frederick Taylor and scientific management. Point out that the efficiency and planning of the Ford plant, as a previous lesson showed, are the hallmarks of the American industrial system and that Taylor developed a new science based on those principles. Then have students read and discuss Taylor's selection.

"Selected R
Industriali
U.S."

24. Ask: What have you learned from your reading about changes in types of industries? (Which types have been replaced or declined? Which have developed or grown?)

North, Grow
the America
115.

Perhaps show pupils the table on the ten top manufacturing industries in the U.S. in 1860. Ask: Given what you have learned about economic growth in the last half of the 19th century, which of these industries do you think would have risen in rank by 1900? Which would have fallen in rank? Why?

Ask: What have you learned about changes taking place in where goods were produced from 1840 on? Perhaps show pupils a table showing changes in employment in manufacturing by region from 1859 to 1914. Ask: What does this table show about changes in the importance of different

e advantages and disadvantages of mass produc-
specific examples from the film where possi-
so discuss those which the film ignores.

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scientific management. Point out that the ef-
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areas in industrial production? Can we conclude from it that New England produced fewer manufactured goods in 1914 than it did in 1859? Why or why not?

25. Hold a general discussion based on the readings of biographies started in initiatory activies 8 or 9. Using the information students acquired about the entrepreneurs, create a chart based on the men, similar to the one devised by Miller (activity #12). Discuss the reasons why their chart does or does not agree with Miller's chart.

Also discuss: Why did these men succeed so well in the business world? Be certain to utilize the specific men which students have read about. If necessary, call on students for their opinions of their particular entrepreneurs. Discuss: What personality traits, if any, were necessary to succeed in business in this era?

26. As a summary of the first part of the unit, have each student write an essay on the conception of progress which the entrepreneurs held. Have students consider the questions which follow and use specific illustrations to prove their points: Did they believe in "progress?" What did "progress" mean to them? Did they think they had aided progress? Was their conception of progress similar to that held by the social reformers of the 1830's and 1840's?

tural assumptions.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

IV. Change in one aspect of a culture fects on other aspects; changes wi whether they are technological, i ization, in ideology, or whatever of the cultural system. The rise affected all areas of society beca terconnectedness of social compone

S. Reads for main ideas or to answer questions.

A. A new social stratification app ciety is said to be stratified sists of some groups which have and control of scarce and value do other groups.

S. Communicates effectively with others when speaking; uses only a few notes for reports or other oral presentations.

S. Organizes his information according to some logical pattern which fits his topic.

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IV. Change in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system. The rise of industrialism affected all areas of society because of the interconnectedness of social components.

r main ideas or to answer
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A. A new social stratification appeared. A society is said to be stratified when it consists of some groups which have more access to and control of scarce and valued things than do other groups.

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27. Discuss: Did the contemporaries of the entrepreneurs of the late 19th Century believe that the "progress" they brought was beneficial to others? Have pupils set up hypotheses about which groups (farmers, workers, middle class) were pleased and displeased with the industrial progress of the late 19th Century. This activity can serve as an introduction to the general reading on the response to industrialism.

28. Have students read their texts and specialized materials on these groups to determine their response to industrialism. As they read, they should consider these questions: What happened to the status of the workers, farmers, politicians, and middle class groups in the indistrial age? Were these groups aware that any status change had taken place? What was the response of these groups to the industrial age? Did these groups believe that industrialism brought progress? Before the students begin to read, be certain to review the concept of <u>status</u>.

U.S. history tex
varied reading l

29. Have students begin work on a series of small-group presentations, as follows. (They should prepare but not give these presentations at this time. Review the ways of preparing and presenting symposiums or role-playing episodes. Also have the pupils think back to earlier reports given during the year and identify ways in which oral reports can be improved. Include a discussion on types of organizations to fit different kinds of topics.)

Did the contemporaries of the entrepreneurs of 9th Century believe that the "progress" they s beneficial to others? Have pupils set up hy- bout which groups (farmers, workers, middle e pleased and displeased with the industrial f the late 19th Century. This activity can n introduction to the general reading on the o industrialism.

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U.S. history textbooks of varied reading levels.

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G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Members of a class can move out of the class by various means, and this mobility may be up or down. (They can move out of one class by a change in their control of status-conferring factors.)

G. The more industrialized and urbanized the society, the greater the mobility between classes.

G. The more widespread the system of education, the greater the vertical mobility between classes.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Frustration (perhaps because of deprivation) may lead to agression and/or to scapegoating.

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1. A select few had an enormous growth in wealth and influence, although they were unable to achieve the upper class status they desired.

2. The prestige and status of the old middle class seemed to be endangered by the new stratification.

3. It appeared as though the number of people in the lower class increased greatly, and their poverty appeared worse because of

a. Have one or two students read parts one and two of the Roswenc and Roehm pamphlet. Have them prepare an oral report in which they review the differences between class and status, and then describe what the 19th Century contemporaries of the industrialists thought was happening to class and status. Hold a follow-up discussion to make certain everyone understands these terms.

Roswenc and Roehm, The Status Revolution and the Progressive Movement, Parts 1 and 2.

b. One group of students should utilize the data found in activity #28 to prepare a symposium or a role-playing episode on the workers' response to indus-

Orth, Armies of Labor. Yellen, American Labor Struggles.

G. Workers organize labor unions to agglomerate their power in bargaining with employees.

G. Members of a class can move out of the class by various means, and the mobility may be up or down. (They can move out of one class by a change in their control of status-conferring factors.)

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

G. People's ideas of what constitutes an adequate level of living on the one hand, or poverty on the other, change as average living levels change.

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. A societys' goods and services are divided unequally among the population.

G. As levels of living rise within a country, people tend to choose a greater amount of leisure time in lieu of a higher income.

G. Frustration (perhaps because of loss of status or other types of deprivation) may lead to aggression and/or

. the contrast with the wealthy.

4. The status of the farmer changed very rapidly. From his position of strengt as Jefferson's yeoman upon whom good

trialism, including these aspects: conditions of factory work, the style of life of factory workers, unionizing attempts, some illustrative strikes of the late 19th century (but omit Pullman strike).

Meltzer. Bread -- and Roses

c. Another group of students should utilize the data found in activity #28 to prepare a symposium or a role-playing episode on the farmers' response to industrialism, including these aspects: the mechanization of farm work,

Buck, Agrarian Crusade.
Hicks, Populist Revolt.
Leopold and Link, eds., Problems in American History.

to scapegoating.

G. The interest group attempts to bring aggregates of influence to bear on decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-makers.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Political organizations act in the political system to organize and mobilize political power of individuals or aggregates behind candidates for office and policy alternatives.

G. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.

G. Freedom is culturally determined, the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, and a desire to exercise them.

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government depended in a republic, he became an insignificant figure in the political and social life of the nation.

the style of life of the late 19th century farmers, the attempts at organizing farmers, the attempts to exercise political pressures.

d. Another group of students should utilize the data found in activity #28 to prepare a symposium or a role-playing episode on the changing status of the politician in the late 19th century, including these aspects: the pressures on the politicians by businessmen, the development of political machines, political corruption, and political reforms.

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e. Have one or two students study the election of 1896 to determine whether or not this election indicated that voting patterns in America were following class lines or not. Have them prepare an oral report for presentation to the class.

Amherst pamphlet, William Jennings Br
1896 Election.
Diamond, "Urban and
Voting in 1896."

f. Have a group of better students prepare a symposium on the ideological response to industrialism, including these ideas: social darwinism, social gospel, socialism, and collective bargaining.

Leopold and Link,
Amherst pamphlet,
and the Gospel of

30. Have the students who prepared the report for activity #29a present their conclusions on changing class and status in the late 19th century. Hold a follow-up discussion, making certain everyone understands these terms. If initiatory activity 6 was used, use the bulletin board display to help explain the status problems of the age.

or two students study the election of 1896 mine whether or not this election indicated ing patterns in America were following class not. Have them prepare an oral report for tion to the class.	Amherst pamphlet, William Jennings Bryan and the 1896 Election. Diamond, "Urban and Rural Voting in 1896."
roup of better students prepare a symposium deological response to industrialism, includ- e ideas: social darwinism, social gospel, m, and collective bargaining.	Leopold and Link, problem 12. Amherst pamphlet, Democracy and the Gospel of Wealth.
udents who prepared the report for activity t their conclusions on changing class and he late 19th century. Hold a follow-up dis- ing certain everyone understands these terms. ry activity 6 was used, use the bulletin board help explain the status problems of the age.	

G Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Frustration (perhaps because of deprevation) may lead to aggression and/or to scapegoating.

G. Workers organize labor unions to agglomerate their power in bargaining with employees.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

G. People's ideas of what constitutes an adequate level of living on the one hand, or poverty on the other, change as average living levels change.

31. Have the students present the symp ium or role-playing episode prepared in activity #29b. Follow up the oral presentation with a class discussion. Ask: 1) Were the workers developing a new concept of their status in society? 2) Were the workers' attempts to achieve change realistic in light of the growing industrialism of the age?

G. Even in so-called prosperous times, not all people enjoy levels of living which most consider necessary for an adequate level of living. A society's goods and services are divided unequally among the population.

G. As levels of living rise within a country, people tend to choose a greater amount of leisure time in lieu of a higher income.

S. Looks for relationships among events.

S. Generalizes from data.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting conflict involves mental conflict and tension.

B. As urbanization kept pace with
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were intensified greatly.

1. Overcrowding, especially in
areas, was a major social pro

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B. As urbanization kept pace with industrialization, the kinds and types of urban problems were intensified greatly.

1. Overcrowding, especially in worker tenement areas, was a major social problem.

2. The problem of assimilating the immigrants grew with each group that came to the American city ghettoes.

32. If possible, show pictures of slum conditions of the period. Discuss: Did the benefits of mass production reach the workers? Why or why not?

    Perhaps read aloud or have students read excerpts from Riis, How the Other Half Lives.

Riis, How the Other

33. Discuss: Do you think the problems of the immigrant workers would have been different from those of the native workers? Find out what problems the students think the immigrants had. (Use work list in Ginger, 86-87.) Ask for student reactions to the names of the men listed and the accompanying wages.

    Have students read selections on immigrant workers. Discuss the selections to make certain that students understand the problems of the immigrant worker.

Ginger, ed., The N
in; of American Li
87.

"Selected Readings
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show pictures of slum conditions of the uss: Did the benefits of mass production kers? Why or why not?	Riis, How the Other Half Lives.
aloud or have students read excerpts from Other Half Lives.	
you think the problems of the immigrant have been different from those of the s? Find out what problems the students igrants had. (Use work list in Ginger, for student reactions to the names of d and the accompanying wages.	Ginger, ed., The Nationalizing of American Life, pp. 86-87.
read selections on immigrant workers. elections to make certain that students e problems of the immigrant worker.	"Selected Readings on the Industrialization of the U.S."

G. Frustration may result in aggression; at times this aggression is turned against certain groups which are made scapegoats.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

G. People's ideas of what constitutes an adequate level of living on the one hand, or poverty on the other, change as average living levels change.

G. Workers organize labor unions to agglommorate their power in bargaining with employers.

S. Identifies value conflicts.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values.

C. Two ideological reactions to th concomitant social change predo

1. An attempt was made to recon ideals of American individua newer way of life. The trad tudes of individualism were entrepreneurs, justifying the control their gigantic organ private property.

2. New ideals were evolved to j changes, such as Social Darw Gospel of Wealth.

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C. Two ideological reactions to the economic and concomitant social change predominated:

1. An attempt was made to reconcile the old ideals of American individualism to the newer way of life. The traditional attitudes of individualism were applied to the entrepreneurs, justifying their right to control their gigantic organizations as private property.

2. New ideals were evolved to justify the changes, such as Social Darwinism and the Gospel of Wealth.

In connection with this activity or in addition to this activity you may wish to do the following:

a. Have some pupils read additional selections on the immigrants such as those dealing with economic problems, problems of housing, wage competition and ghettos. They should read these selections prior to the class discussion in activity #33.

Traverso and Halsey, Immigration: A Study in American Values, pp. 26-46.

b. Perhaps have students use the appropriate sections of the Harvard case study on The Immigrant's Experience.

Oliver and Newmann, The Immigrant's Experience, pp. 4-5 (introduction) and 10-19, 26-39.

34. Have the group of students who have prepared a symposium on the ideological responses to industrialism (activity #29f) present their symposium at this time. Discuss the differences in the two major types of responses.

G. Conflict is a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals.

G. Workers organize labor unions to agglommorate their power in bargaining with employers.

S. Identifies value-conflicts.

G. A depression results in unemployment.

G. Frustration (perhaps because of deprivation) may lead to aggression and/or to scapegoating.

G. A long depression usually results in a drop in wages, either in wage rates or in overall wage income, because of loss of overtime or cut in hours of work.

V. Conflict is a struggle over values to scarce status, power, and resou the aims of the opponents are to n jure, or eliminate their rivals. who first felt the impact of the n changes, the farmers and the labor the first to attempt to do somethi power of the industrialists throug organization and political demand groups also sought to change the p ture through counter organizations cal action.

A. The laborers tried to organize more power and so gain relief f the problems which they faced.

1. Early labor organizations tr nate labor's lowered status cooperatives.

2. Their party movements were s to gain influence for labor

3. Pure and simple unionism was unions fought for higher wag hours, and better working co

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Oliver and Newman, The Rise of Organized Labor, pp. 4-5 (introduction) and 11-46.

give a report on the Pullman strike. Was the Pullman strike typical of the of the age?

G. Prices are affected by changes in supply and demand and price changes affect supply and demand.

G. Demand is affected by the supply of money and credit and also by the velocity with which money changes hands.

G. Debtors find it hard to pay back debts in periods of deflation when money is worth more and their income is less.

G. Government monetary policies can be used to influence lending, amount of money in circulation, and so aggregate demand for goods.

G. Frustration (perhaps because of loss of status or other types of deprivation) may lead to aggression and/or to scapegoating.

G. The interest group attempts to bring aggregates of influence to bear on decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-makers.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they

B. The farmers, caught in a national and international economy, sought relief through economic and social organizations as well as through political means.

1. Some of the farm organizations sought to eliminate the evils of the new economy by

   a. cooperative buying and selling.

   b. cooperative production of machinery.

2. Other farm organizations and political parties sought relief through:

   a. government regulation of railroads and storage facilities.

   b. new governmental monetary policies.

37. Have the students present the symposium or role-playing episode prepared in activity #29c on the farmers. Follow the oral presentation with a class discussion evaluating the farmers' response to industrialism: 1) Were the farmers developing a new concept of their status in society? 2) Was their status in society changing? 3) Were their responses realistic in light of the new world market?

38. Have the students who prepared the report on the election of 1896 present their report. As a follow-up to the report, discuss the question of rural-urban conflict

Recordings: "If I'm Elected, Heritage Productions Corp. Election Songs of the U.S.,

are technological, in social organization, in ideology, or whatever else is part of the cultural system.

S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Interprets cartoons.

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

3. Political machines, which provided service to the dispossessed, businessmen, and illegal alike, grew in power and influence -- and often corruption.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology or whatever else is part of the cultural system.

S. Tests hypotheses against data.

S. Generalizes from data.

as it pertains to the farmers' and laborers' conceptions of one another, and the problems these concepeions must have created for politicians seeking votes.

Folkways Records.

Perhaps play an excerpt from Bryan's Cross of Gold speech and from one of McKinley's election songs during the campaign.

39. Using cartoons from the era, show the conceptions of politicians and political problems which were held in the press. Then hold a general discussion in which the students who did not do additional reading on the politicans consider the questions: Were the politicians of the 1865-1900 era a new breed in America? Use this discussion as an introduction to reading in the DAB on politicians.

Dictionary of Ameri
phy.

40. Have the students read and discuss Plunkitt's "How to Make Money in Politics." Compare Plunkitt's description with that of the immigrants in activity #33. Does the immigrant accept the system as Plunkitt does? Why or why not?

Riordan, ed., Plun
Tammany Hall, pp.

41. Have the students give the symposium or role-playing episode prepared in activity #29d. After the report, consider these questions: Were the politicians and problems of this era different from those of the

o the farmers' and laborers' concep- ther, and the problems these concepeions d for politicians seeking votes. excerpt from Bryan's Cross of Gold one of McKinley's election songs during	Folkways Records.
ram the era, show the conceptions of political problems which were held in hold a general discussion in which did not do additional reading on the der the questions: Were the politicians era a new breed in America? Use this introduction to reading in the DAB on	Dictionary of American Biography.
read and discuss Plunkitt's "How to litics." Compare Plunkitt's description immigrants in activity #33. Does the the system as Plunkitt does? Why or	Riordan, ed., Plunkitt of Tammany Hall, pp. 3-5.
give the symposium or role-playing, in activity #29d. After the report, uestions: Were the politicians and era different from those of the	

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

G. Groups have latent (hidden or unexpressed) functions as well as manifest (expressed) functions.

S. Considers alternative courses of action.

S. Generalizes from data.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS, BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

S. Considers probable consequences of alternative courses of action.

C. The Progressive Movement was another form of counter-organization, planning, and political action in response to late 19th century industrialism.

Jacksonian era? Draw on the symposium presentation and the DAB reading in this discussion.

Have students use the biographical information they found in the DAB to construct a profile of the politician of this era, 1865-1900.

42. Give an informal lecture explaining Merton's analysis of the political machine. Have the students consider his explanation in light of their knowledge of politics in this period.

Merton, Social Theory and Social Structure, ch. 1.

43. Have the students pretend that they were reform candidates for their state legislature (let them pick any state) in 1900, representing either a rural or urban district. They should write a political platform, emphasizing those reforms which they will sponsor, if elected, to help their constituents meet the problems which industrialism has created for them.

44. Discuss: Why did so many people in 1900 fear that industrialism had not brought progress? This discussion can be many-faceted, bringing together many ideas from the workers, farmers, and civil service movements. It should be pointed out that if Rostow is correct about the stages of American economic growth, the age of mass consumption had not yet arrived and thus many people might not see tangible proofs of an increased level of living.

45. Discuss the feasibility of the various reforms proposed by students in activity #43. Use this discussion as an introduction to the reading on the Progressive Era.

Ganley, The Progressive Movement.

Reads for main ideas.

1. The movement included many diverse elements, such as Populist demands, urban reforms, and middle class concern for traditional American values.

2. The demands of the Progressives were for:

   a. Regulation of the new economy.

   b. Re-establishment of democracy in what looked like a corrupt and dying republic.

3. The means used by the Progressives included:

   a. Exposure of evils in government, business, and the slums.

   b. Piecemeal reforms by voluntary associations.

   c. Political action on local, state, and federal levels.

4. Progressives differed as to what they considered the overall solution to the problems.

   a. Some wanted a return to the old America and so wished to destroy monopolies, ruralize the city, and break up political machines.

   b. Others wanted to plan and to organize society, just as corporations were trying to do with the economy.

Have students read the Ganley pamphlet and such additional readings as are needed to use activites #46-49.

S. Compares sources of information.

S. Checks on the completeness of data.

S. Checks on the bias and competency of authors and other sources.

G. A person's frame of reference affects his perceptions and interpretations.

G. Accomodation may occur between or among individuals and groups having equal status and power, or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.

G. The basic distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in the society.

VI. Accommodation may occur between or among individuals having equal status and power, or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.

A. In this period neither the farmers nor the laborers achieved status and power equal to the industrialists, and they were forced to accommodate themselves to the new economic social order created by industrialism. The immigrants were also forced to accommodate themselves to the economic and social order of the society.

S. Generalizes from data.

46. Have each student write an essay in which he compares the differences and similarities between his text and the Ganley pamphlet.

47. Hold a class discussion on the problems historians have had in interpreting the Progressive era.

48. Have a student report on the status revolution as applied to the Progressive era. He should describe the thesis and give those factors which the historians have used to prove this thesis.

Roswenc and Roehm, The Statu Revolution and the Progressive Movement, part III. Hofstadter, The American Political Tradition.

49. Have the class compare the status thesis with Miller's analysis of the business leaders (see activity #12). Have them re-examine Miller's figures and then discuss the question: If Miller's figures are correct, was a status revolution possible?

G. Struggle will bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.

S. Reads for main ideas and to answer questions.

S. Generalizes from data.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Tests hypotheses against data.

B. The Progressive movement was mor
than the farmers and laborers bo
dustrial leaders, who continued
dominating position, chose to ch
goals. These new goals coincide
of the demands of the Progressiv
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G. Struggle will bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.

S. Generalizes from data.

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B. The Progressive movement was more successful than the farmers and laborers because the industrial leaders, who continued to be in a dominating position, chose to change their goals. These new goals coincided with some of the demands of the Progressive movement and thus the industrialists permitted some demands to be fulfilled.

50. Have students do a DAB assignment on Progressive leaders. (Some students might use other encyclopedias.) Central questions to look for in the reading: Were they middle class? Were they seeking status? What kinds of reforms did they want? What techniques and methods did they use to achieve their reforms? (Were these new or had they been used in Jackson's era?)

Dictionary of American Biography.

This activity could be a group activity, rather than a class one. If it is, the group can prepare a chart and demonstrate their results to the whole class.

51. If activities 49-50 are used, have each student write an essay in which he discusses whether or not his particular reformer did or did not fit the status thesis. (This should be done only if everyone looked up a man. If it was a group activity only, eliminate this essay.)

52. If activity 50 is used, have the students do a profile analysis of the Progressives, utilizing these categories: reforms sought, methods and techniques used to achieve reforms, social and economic status of reformers. The profile analysis should show the hetereogeneous character of the movement and thus the problems which historians have had in characterizing the movement. Good concluding questions to the discussion would be: Was the

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

G. Struggle will bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.

S. Tests hypotheses against data.

G. In political conflict there is a struggle over scarce values or goals; the conflicting sides attempt to use the authority of the political system to win the conflict.

G. In all societies, people have certain economic goals; they may use their governments to help achieve these goals. Although some goals are very much alike, different societies place differing emphases upon them.

G. Government policies affect allocation of resources. Government policies may tend to reduce or increase pressures toward concentration of industry or monopolistic tendencies.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

Progressive movement: radical, liberal, or conservative? Were these reformers similar to those of the Jackson era?

53. Give an informal lecture explaining the Kolko thesis of the conservative, big-business support of the Progressive movement. Have the students evaluate this thesis in light of their own knowledge of the period.

Kolko, The Triumph of Conservatism.

54. If activities #49-51 are not used, have students prepare individual written reports on various aspects of the Progressive movement, such as: urban reform movements (can read Lincoln Steffens); particular pieces of legislation (Meat Inspection Act, Federal Trade Commission, etc.); labor problems (Anthracite Coal Strike of 1902, Danbury Hatter's case); attempts to help those living in slums (Hull House, Riis' book); muckrakers (can read the actual literature); voluntary associations, etc. In reading and writing on these subjects, the emphasis should be placed on this question: What was the nature of the change sought? Was it liberal, conservative, or radical?

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

S. Generalizes from data.

S. Compares sources of information.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

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S. Generalizes from data.

S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

S. Generalizes from data.

S. Checks on the bias and competency of sources.

60. Ask: Did W. Wilson differ from Theodore Roosevelt? In what ways? What was the "ideal society" for both men? What were their attitudes toward big business?

Culminating activities

61. Summation discussion: Why did so many people fear the changes wrought by the industrialization of the United States? Discuss the dilemma created for people caught in a rapidly-changing society. Use illustrations from countries presently undergoing great industrial change. Consider this question: Would the crisis produced by the change be greater in these countries than it was in the United States at the turn of the century? Why or why not?

62. Summation discussion: Were the Americans of 1914 more certain than those of 1900 that industrialism had brought progress? This discussion can be manyfaceted, contrasting the mood of the 1890's with the mood of the 1900-1914 period as well as pulling together the significant ideas of the so-called Progressive age.

63. Ask: How did the reform movements of the 1830's and 1840's compare with those of the Populist and Progressive era in the following categories: reforms sought? methods and techniques used? quality of change desired? (liberal, conservative, radical)? personnel of reform movements?

64. Give a unit test and discuss the results in class.

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